

¡Adelante!

A Community Plan for Advancing Washington's Latino Students

**Proceedings from the Latino Education Summit
May 2009**



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Uriel Iñiguez, Director, Washington State Commission on Hispanic Affairs

Julia Aguirre, Assistant Professor, University of Washington Tacoma
Ermelindo Escobedo, Director of Outreach, Washington State University
John Fraire, Vice President for Enrollment Management, Washington State University
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Lillian Ortiz-Self, Commissioner, Washington State Commission on Hispanic Affairs
Ricardo Sanchez, Founder and President, Latino/a Educational Achievement Project (LEAP)

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This summary report was prepared by Julie Davidson-Gómez, principal, Julie Davidson-Gómez Coaching & Consulting, based on the proceedings of the Latino Education Summit convened on May 29, 2009. It was assembled by the Art Department at KCTS 9.



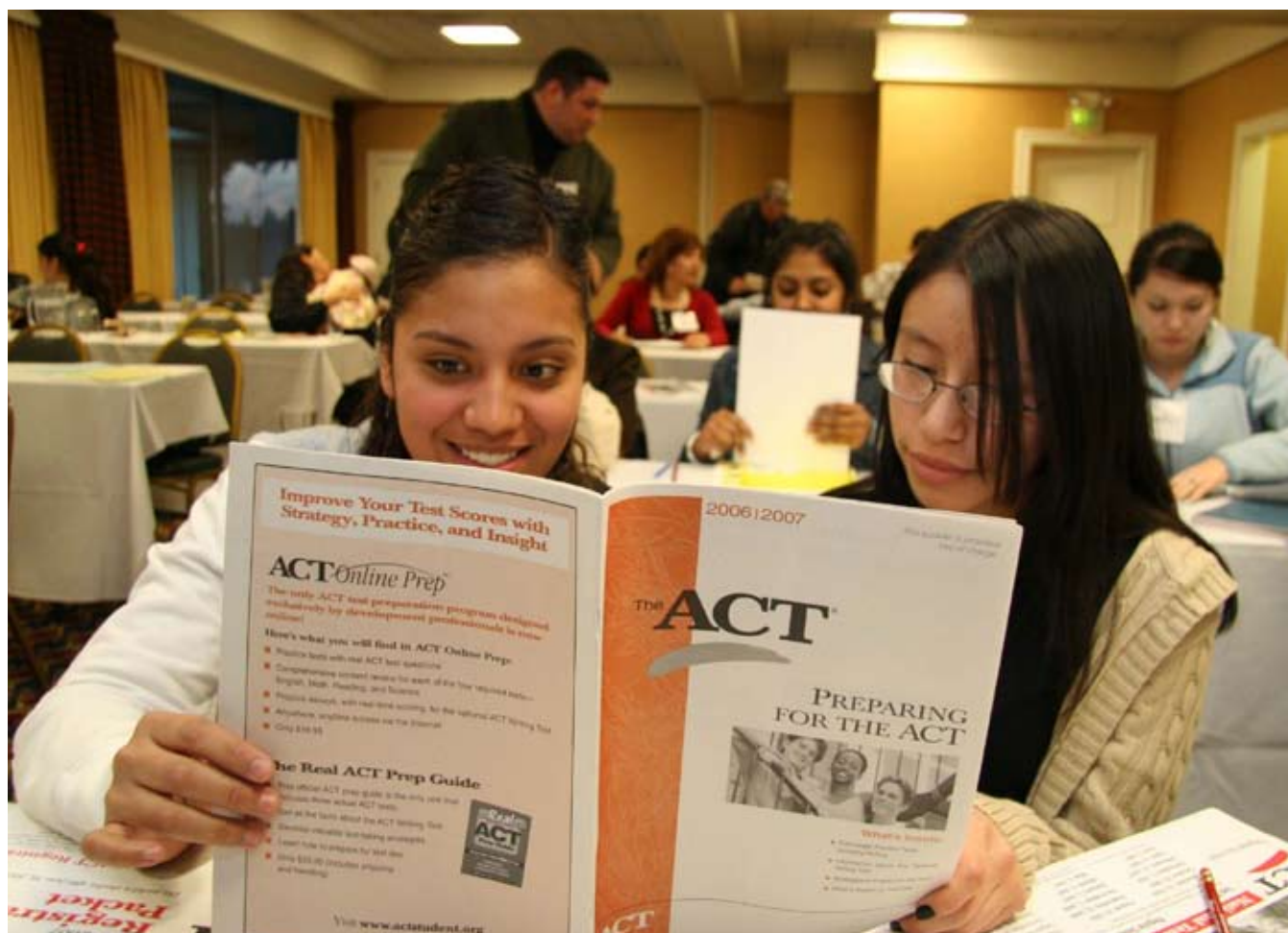


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Section I: Introduction and Purpose of Report

The 2009 Latino Education Summit represents a confluence of research, policy development and education reform efforts involving leaders from diverse sectors across the state of Washington. In the months preceding this summit, a statewide planning committee was convened by Uriel Iñiguez, director of the Washington State Commission on Hispanic Affairs (CHA), and Dr. Frances Contreras, professor of education, University of Washington College of Education, who is principal author of “Understanding Opportunities to Learn for Latino Students in Washington.” The report was submitted to CHA in December 2008, following months of extensive primary and secondary research.

Members of the planning committee identified the principal goals of the Latino Education Summit as follows:

- To convene Latino leaders from throughout Washington in a concerted effort to develop an action plan for the next five years to address educational inequity.
- To provide research and policy context on the Latino achievement gap.
- To identify complementary and collaborative efforts throughout the state that can provide additional momentum and leverage for addressing educational inequity.

To these ends, it was critical to create and disseminate a post-summit report that could be utilized as a resource and “call to action” by participants and other key reform leaders throughout the state, and nationally.

This report has been organized into the following sections:

- Section I: *Introduction and Purpose of Report*
Section II: *Background on Latino Achievement Gap*
Section III: *Summary of Small-Group Discussions*
Section IV: *Forwarding the Action: Priorities and Objectives*
Section V: *How to Get Involved*
Section VI: *Appendices*

We hope that you find this report to be informative and useful in your efforts to close the Latino achievement gap, and we encourage you to reach out to other educators as you pursue opportunities for collaboration.

Please utilize this post-summit report in conjunction with the full Latino achievement gap study, which can be accessed online or by requesting a print copy from the University of Washington College of Education.

WHERE TO ACCESS THE STUDY:

Washington State Commission on Hispanic Affairs:

<http://www.cha.wa.gov/documents/WALatinoAchievementGapReport.pdf>

University of Washington College of Education:

http://www.education.washington.edu/research/centers/proyecto_acceso/ContrerasCHAFinal.pdf

Latino Education Summit 2009

<http://www.KCTS9.org/v-me/les>



Section II: Background on the Latino Achievement Gap



HISTORY OF EFFORTS FOR LATINO EDUCATIONAL ADVANCEMENT IN WASHINGTON STATE

Rodrigo Barrón, Office of the Superintendent of Public Instruction, retired

Efforts to organize Latino leaders to address educational issues in the state of Washington date back to the 1960s and '70s. One of the first prominent Latino organizations was the Chicano Education Association (CHE). The organization existed from the late '60s through late '70s and gradually disappeared; it was not replaced by any other organized entity anytime soon thereafter. The Educational Opportunities Program at the University of Washington also had an impact on the K–12 system because of its recruitment of students of color and the awareness it created regarding the need to prepare students for college.

At about the same time, Seattle Central Community College initiated efforts to recruit Latinos and other students of color to attend its vocational and college transfer programs. This also helped to highlight the need for providing Latino students with the academic skills necessary for post-high school success. The Concilio for the Spanish Speaking of King County, which was an offshoot of League of United Latin American Citizens, was formed in the mid-'70s and provided strong advocacy for education. The board and staff met with superintendents, educators and educator groups regarding the lack of services for Latino students.

Also in the mid-'70s, a group of Latinos in the Seattle School District wrote a proposal for federal funding through the “Urban, Rural, Racial Disadvantaged” (URRD) program. This became the Proyecto Saber program, a very successful cultural and academic support entity for Latino students in the Seattle School District. The program still exists in a much-scaled-down model. Proyecto Saber had a parent component and was politically well connected in the local and state arenas.

By 1987, Latinos were meeting with the superintendent of public instruction and advising the office regarding the needs of the Latino community. Out of this came an effort initiated by the State Migrant/Bilingual Office to develop

a plan for the education of Washington state Hispanic students. Thus, the Washington State Educational Plan for Hispanic Youth was developed. The plan was developed by a statewide group of educators that included higher education, community college and K–12, as well as community members. The Hispanic plan was later adopted by the Hispanic Think Tank and eventually by the Washington State Commission on Hispanic Affairs (CHA). Through the '90s there were various efforts by different groups to raise awareness of the educational needs of Latino students, but they were mostly one-time efforts.

In 1998, the Latino/a Educational Achievement Project (LEAP) evolved from the Concilio and now includes several K-12 school districts, and colleges and universities as formal partners. LEAP utilizes a statewide advisory board to identify educational issues and propose policies to local, state and federal elected officials aimed at improving academic achievement of Latino students. In addition, a student leadership program and an annual conference have been initiated, involving several hundred students, educators and parents.

Also in 1998, when the first WASL scores were revealed, the OSPI Community Relations Office convened groups of educators from the four major ethnic groups to begin a dialogue about the huge disparity in test scores. This disparity came to be known as the “achievement gap.” The groups met separately at different times and eventually were titled “Think Tanks.” These four groups, plus a group that addressed the needs of low- socioeconomic-status students, were sponsored by OSPI and coalesced into what became the Multi-Ethnic Think Tank. As the Hispanic Think Tank sought ways to address the achievement gap, the Hispanic plan, which had been on the shelf at OSPI, was revisited. It was determined that the Hispanic plan contained all the ingredients that needed to be put in place for dealing with the achievement gap. The Think Tank adopted it and proceeded to revise and update it. The other groups adopted the model and incorporated it in their strategic planning.



The Hispanic Think Tank hosted a statewide parent conference in Yakima in 1999. In April 2006, the Hispanic Think Tank and CHA teamed up and hosted a Latino educational summit at Central Washington University in Ellensburg. A revision of the Hispanic plan was accomplished at the conference. Shortly thereafter, the Community Relations Office was officially closed down by OSPI and all materials became the property of CHA.

Also in 2006, a statewide forum was convened to discuss the role of language in ESL instruction. The forum involved participants from institutions of higher education and the K–12 system, parents and community members. Participants learned about best practices, assessment, instructional strategies and key players in school districts around the state.

Prior to the May 2009 Latino Education Summit, the latest effort that dealt with education was an afternoon workshop track convened as part of the Latino Community Fund’s annual Latino Summit, held in Renton in October 2008.

RATIONALE FOR CONVENING 2009 LATINO EDUCATION SUMMIT

Currently in Washington state:

- Latino students constitute approximately 20 percent of today’s kindergartener population.
- Latinos represent approximately 15 percent of the K–12 population but only 4.2 percent of students enrolled in Washington state’s four-year public universities.
- In 2006, only 56.5 percent of Latinos in Washington graduated high school.



IF THE INEQUITABLE OPPORTUNITIES TO LEARN ARE NOT ADDRESSED, WE WILL LIKELY SEE LOWER EDUCATION LEVELS AMONG LATINOS AND NEGATIVE ECONOMIC CONSEQUENCES FOR THE STATE.

In order to address this growing gap, Dr. Frances Contreras and her research team set out to answer the following key questions:

1. Do Latino students possess the same opportunities to learn as their peers in urban, suburban and rural contexts?
2. What are the perceptions of parents and students with respect to their experience in school and with school staff?
3. What are viable policy recommendations for raising Latino academic achievement in the state of Washington?

Their findings are detailed in the December 2008 report to the Washington State Commission on Hispanic Affairs, *Understanding Opportunities to Learn for Latino Students in Washington*.

The full report, as well as an executive summary, is available online:

Washington State Commission on Hispanic Affairs:

<http://www.cha.wa.gov/documents/WALatinoAchievementGapReport.pdf>

University of Washington College of Education:

http://www.education.washington.edu/research/centers/proyecto_acceso/ContrerasCHAfinal.pdf

Latino Education Summit 2009

<http://www.KCTS9.org/v-me/les>

Based on the report's findings, several priority areas for investment were identified:

1. A comprehensive data system and evaluation framework
2. Teachers and instruction
3. Student academic support
4. Parent engagement and involvement
5. A seamless P–20 continuum

These topics formed the basis for discussion and policy development at the May 29, 2009, Latino Education Summit.

Section III: Summary of Small-Group Discussions

Based on the formative discussions convened by the summit planning committee, six issue areas were identified for small-group discussions. Summit participants pre-registered for their desired small group based on practice area, professional background or interest.

The breakout sessions were designed as strategy sessions to engage participants' experience and expertise. Over these hour-and-a-half sessions, participants had the opportunity to contribute to the statewide action plan to close the Latino achievement gap. Each breakout session was assigned a student recorder who recorded notes throughout the session. In addition, facilitators invited one volunteer timekeeper and one volunteer reporter to assist in keeping the sessions running smoothly.



Below is a listing of the small groups, as well as short descriptions of the questions used to frame the discussions.

BREAKOUT SESSION TOPICS AND FACILITATORS:

1. **Student academic success** – Julia Aguirre, University of Washington (RED)
2. **Data, testing and accountability** – John Fraire, Washington State University (ORANGE)
3. **Family and community engagement** – Ermelindo Escobedo, Washington State University (YELLOW)
4. **Teacher training to serve Latino students** – Lillian Ortiz-Self, Commission on Hispanic Affairs (GREEN)
5. **Connecting P–20 systems** – Ricardo Sanchez, LEAP (BLUE)
6. **Legislative action and engagement** – Uriel Iñíguez, Commission on Hispanic Affairs (PURPLE)

QUESTIONS:

1. What do the presenters' findings and recommendations mean for the Latino community, in practice?
2. What gains or changes would you like to see over the next five years? In other words, what would success look like, five years from today?
3. How do we get there? What are the core components of a Latino achievement gap action plan (for your breakout session topic)?
4. What resources are needed in order for the action plan to succeed?

The benchmarks, core components and resources identified in each breakout session represent needed input for an ongoing, larger and more inclusive strategic planning effort in the state.

STUDENT ACADEMIC SUCCESS

BENCHMARKS

(Directed to administrators, faculty and staff from pre-K through higher education)

1. Increase diversity in teacher workforce.
2. Increase high school graduation rates for Latinos/as to reach parity with white counterparts.
3. Establish statewide parent and community education information centers.
4. Make CORE 24 the baseline for high school graduation.
5. Develop broad-based peer and mentoring programs from kindergarten through higher education.

CORE COMPONENTS

- Systemic, institutional support at the state, local and community levels (e.g., DREAM Act)
- Bicultural/bilingual competencies
- Training in diverse pedagogical styles
- Comprehensive, ongoing assessments of student progress over time
- Quality academic support (e.g., tutoring, MESA, AVID)
- Expanded parent/student leadership conferences (e.g., EWU conference)

RESOURCES

- Targeted, dedicated, diverse funding (not just federal funds)
- Parent-educators' engagement and leadership
- Cultural community centers
- Media
- Church
- State mandates with specific goals (e.g., parity)

DATA, TESTING AND ACCOUNTABILITY

BENCHMARKS

1. Institute multiple indicators of student achievement (cognitive and noncognitive).
2. Develop student identifiers.
3. Report disaggregated data.
4. Collect data on institutional support practices and perceptions.
5. Disseminate best practices from Washington state and nationally.
6. Establish a Latino think tank.

CORE COMPONENTS

- Creation of a legislative strategy
- Utilization of current systems (what exists and works)
- Fostering of political power and engagement within the Latino community
- Expansion of community outreach and data dissemination

RESOURCES

- Identification of political allies
- Expanded funding for partnerships
- Greater communication and coordination between educational institutions

FAMILY AND COMMUNITY ENGAGEMENT

BENCHMARKS

1. Involve parents in creation of statewide Latino Achievement Gap Strategic Plan.
2. Make facilities (institutions) welcoming, culturally competent environments.
3. Understand and remove language barriers.
4. Establish on-site ombudspersons who can access resources and be advocates.
5. Increase parent training and empowerment.

CORE COMPONENTS

- Implement policies at district, state levels requiring family, community engagement in strategic plan.
 - Family/community engagement departments in districts
 - Research-based methodology
- Create welcoming environment for all.
 - Increase counselors', teachers' expectations of Latino students.
 - Establish family centers in schools.
 - Provide bilingual info, materials.
 - Involve community in decision making.
- Establish meaningful written and oral communication with families.
 - Bilingual/bicultural staff
 - Translation/adaptation
 - Admin meetings with Latino families
- Utilize ombudspersons to provide training.
 - Implement systems in place using ELL funds.
- Include familial involvement training as part of districts' strategic plans; evaluate activities.

RESOURCES

- Partnerships with educational programs and community organizations
- Parent-to-parent volunteers
- Creation of new positions with federal ELL funds
- Partnerships with OEO, NCLB
- Partnerships with parent involvement groups (including promoters)

TEACHER TRAINING

BENCHMARKS

1. System support
2. Recruitment and retention
3. Professional development
4. Curriculum
5. Collaboration

CORE COMPONENTS

- System support
 - Policy/accountability
 - Best practices for ELL
 - Policy that supports board, OSPI, committees, legislature
- Recruitment and retention
 - Para-educator incentives
 - Mentors for teachers
 - Support groups, through unions, districts, OSPI
 - Scholarships/loans
 - Paid internships
- Professional development
 - Preservice and inservice
 - Parent involvement and collaboration
 - ELL, language acquisition, mainstreaming and cultural diversity
 - Training for OSPI, HECB, WEA
- Curriculum
 - ELL
 - Language acquisition
 - History that represents Latino students
- Collaboration at family and community levels

RESOURCES

- System changes involving key decision-makers
- Redirection of basic education funding
- Continued funding of programs that work (e.g., GU, AVID, MESA)
- Professional development training across systems
- Policymaking with collaboration, outreach and partnerships
- Financial aid

CONNECTING P-20 SYSTEMS

BENCHMARKS

1. Latino students are represented proportionally in rigorous courses (STEM, AP, etc.) as well as in higher education.
2. All schools are staffed with culturally competent educators.
3. There is systemic awareness of, and commitment to educating undocumented students who qualify for in-state tuition (under HB 1079).
4. Latino students are recognized as scholars, role models and leaders.

CORE COMPONENTS

- Strategic plan and timeline for educating Latino students, including parent partnerships with schools and community.
- Alignment of educational services and resources
 - Eliminate duplication.
 - Share best practices.
 - Help parents understand the system.

RESOURCES

- Targeted funding for engaging Latino youth and families P-20.
- Human capital – “People, not programs, will make the difference.”
 - Educators
 - Parents/families
 - Policy-makers
- Access to publicly funded financial aid for all students, including 1079 students
- Incentives and recognition for excellent educators

LEGISLATIVE ACTION AND ENGAGEMENT

BENCHMARKS

1. Establish statewide policy and research center for Latinos.
2. Establish statewide 501(c)(4) political action committee (PAC).
3. Establish statewide 501(c)(3) nonprofit organization to fundraise and establish “Latino Combined Fund.”
4. Effectively utilize Commission on Hispanic Affairs and other representative structures.

CORE COMPONENTS

- Colleges and universities align with Latino Achievement Gap Strategic Plan.
- Strengthen existing 501(c)(3)s and (c)(4)s representing Latinos.
- Find mechanism to fundraise.
- Identify Latinos who are in governmental agencies and entities.

RESOURCES

- Increase Latino individual giving (philanthropy).
- Redirect existing government funds for Latinos.
- Increase foundation funds targeted for Latino population.
- Increase corporate responsibility to Latinos.

Section IV: Forwarding the Action



Based on the findings of each small-group discussion, several common themes and possible actions emerged. The final portion of the Latino Education Summit involved participants in identifying the top Latino education priorities and immediate objectives to be pursued statewide in 2009–2010. Following the summit, the statewide planning committee reviewed the stated education priorities and objectives, as well as the outcomes of each small-group discussion, and strongly recommended that an ongoing, larger and more inclusive strategic planning effort be convened statewide in order to finalize and adopt a five-year action plan to close the Latino achievement gap.

What follows, then, is a summary of Year One (2010) goals and priority actions that summit participants committed to pursue as a way of sustaining momentum and building up to the adoption of a five-year statewide action plan.

TOP LATINO EDUCATION PRIORITIES

1. Establish a statewide Latino policy, advocacy and research organization.
2. Increase Latino family and community engagement in closing the Latino achievement gap.
3. Provide ongoing training opportunities for all.

2009–2010 statewide objectives (immediate next steps)

1. Establish a statewide Latino policy, advocacy and research organization.

Objectives:

- **In partnership with Washington State University, where efforts to establish such an organization are already underway,** further define the organization’s mission and identify models that could be adapted or adopted.
- **Under the leadership of CHA,** create an online directory of resource people (engaged in policymaking, advocacy and research).
- Seek funding to support the planning.

2. Increase Latino family and community engagement in closing the Latino achievement gap.

Objectives:

- Using the research report *Understanding Opportunities to Learn for Latino Students in Washington*, local and county program leaders can identify and/or clarify the key factors that facilitate or inhibit family and community engagement.
- **At the local (district) and county levels**, seek strategies to maximize existing family and community engagement providers' resources and collaborations.
- **Under the leadership of CHA**, create and promote an online directory of family and community engagement resources.

3. Provide ongoing training opportunities for all.

Objectives:

- As consumers of professional and family/community training seminars and workshops, identify “best practices” training programs both within and outside of the Latino community, as well as existing and potential collaborations.
- In partnership with OSPI and CHA, design comprehensive, ongoing training models.
- Joining local, regional and statewide advocacy efforts, exert political pressure to implement State Senate Bill 5973, signed into law by Gov. Christine Gregoire on May 12, 2009.
 - i. Senate Bill 5973 calls for the creation of an Achievement Gap Oversight and Accountability Committee to develop an implementation plan and recommend strategies to close the achievement gap to the superintendent of public instruction, the State Board of Education and the Professional Educator Standards Board (PESB).
 - ii. The bill requires all student-related data from the Office of the Superintendent of Public Instruction (OSPI) to be disaggregated by six specified racial or ethnic subgroups and five specified characteristics.
 - iii. The bill directs the PESB to identify model standards for cultural competency and to assist school districts with the largest achievement gaps in developing partnership programs for alternative-route teacher preparation.
 - iv. The bill requires the OSPI to take action to secure federal funds to support initiatives to close the achievement gap.¹

¹ Information on Senate Bill 5973 excerpted from <http://www.washingtonvotes.org/2009-SB-5973>



Section V: How to Get Involved



1. JOIN THE STATEWIDE LATINO ACHIEVEMENT GAP PLANNING COMMITTEE

Connect with Latino leaders, educators and allies statewide!

With continued leadership from the Washington State Commission on Hispanic Affairs, the University of Washington College of Education and Washington State University, plans are underway to create additional opportunities to engage a broad coalition of Latino leaders, educators, families, community organizations, schools and allies in all sectors.

Members of the Statewide Latino Achievement Gap Planning Committee will be instrumental in helping to “connect the dots” among regions and agencies, as well as in serving as spokespeople and catalysts for pursuing our identified objectives and priorities to close the Latino achievement gap.

Visit the Washington State Commission on Hispanic Affairs online at <http://www.cha.wa.gov> to sign up!

2. ATTEND THESE UPCOMING CONFERENCES TO LEARN MORE AND IMPLEMENT PLANS

Several organizations are sponsoring regional and statewide conferences addressing Latino community health and well-being. Closure of the Latino achievement gap is a critical element in overall community success, and will be reflected in each conference's program (e.g., workshops, strategy sessions).

Latino Community Fund's Annual Latino Summit

October 16–17, 2009

The Latino Community Fund presents its annual summit, including a Professional Development Institute, Latino Youth Leadership Institute, statewide Latino recognition and awards event, and strategy-building workshops. An entire summit track will be devoted to closing the Latino education gap. Learn more and register by visiting <http://www.latinocommunityfund.org>

7th Annual Latino Youth Summit

October 16, 2009

The Hispanic Roundtable (HRT) presents "Different Paths...Same Dream." Registration is limited to the first 500 registrants, so make plans now to attend. Registration will open on September 1, 2009. This event is open to high school students in Grays Harbor, Mason, Lewis, Pacific and Thurston counties. For more information, please visit the HRT Web site at <http://www.hispanicroundtable.org>

Washington State Association for Multicultural Education

Fall Conference

October 24, 2009

The annual fall conference will be held Saturday, October 24, from 8:00 a.m. to 4:00 p.m. at North Seattle Community College. Conference registration forms and additional information are available at <http://www.wsame.org>

Education for Diversity in a Global Society

October 30, 2009

Presented by the University of Washington's College of Education, this regional conference will facilitate a comparative study of multicultural education across nations and discuss the implications of education and diversity in other nations for enriching theory, research, and practice in the United States.

More information: <http://www.depts.washington.edu/ctcenter/>

Washington State CAMP Leadership Conference

Date TBA

<http://www.migrantstudents.org/calendarofevents.html>

Washington State School Directors' Association Annual Conference

November 18–21, 2009

WSSDA's Annual Conference features discussion of the latest trends and issues in public education, timely workshops on a variety of topics, and a showcase of the latest products and services for school districts. For veterans and newcomers, it's a superb opportunity to network and discover fresh ideas and solutions to the challenges facing public education. Registration: <http://www.wssda.org/conference/registration/registration.asp>

10th Annual LEAP Conference

February 18–20, 2010

In 2010, LEAP's 10th annual conference and legislative day will be held. More than 500 students from across the state, along with parents and educators talk to their legislators about LEAP educational policy priorities. Other highlights include educational workshops, college fair, and Noche Cultural, a student favorite.

Register at <http://www.leapwa.org/>

Appendix I: Latino Education Summit Agenda

Washington Latino Education Summit
Friday, May 29, 2009
KCTS 9 • 401 Mercer Street • Seattle
8:00 a.m.—3:30 p.m.

AGENDA

- 8:00 a.m. Coffee and Pan Dulce**
- 8:30 a.m. Welcome and Overview of Summit Goals**
Tony Gómez, Community Outreach Coordinator, KCTS 9
Julie Davidson-Gómez and Angela Powell, Facilitators
- 8:45 a.m. Opening Remarks**
Rep. Phyllis Gutierrez Kenney, 46th Legislative District
- 9:00 a.m. Overview of 2008–09 Education Legislation**
Lillian Ortiz-Self, Commissioner, Commission on Hispanic Affairs
Ricardo Sanchez, Founder and President, LEAP
- 9:30 a.m. Overview of 2008 Achievement Gap Report on Latinos in Washington State**
Frances Contreras, PhD, College of Education, University of Washington
- 10:15 a.m. Orientation to Breakout Sessions**
Julie Davidson-Gómez and Angela Powell, Facilitators
- 10:30 a.m. Breakout Sessions**
- 11:30 a.m. Wrap-up/Final Thoughts in Breakout Sessions**
 - Reminder: Designate a “reporter” in your group who will share your findings in a seven-minute presentation after lunch, using the flip-chart page.
- 12:00 p.m. LUNCH BREAK**
- 12:45 p.m. Report Back from Breakout Sessions**
Angela Powell, Facilitator
 - Using the summary flip-chart page you created, report on the BENCHMARKS, CORE COMPONENTS and RESOURCES identified in your breakout session.
- 2:00 p.m. Presentation: *Connecting Educational Results, School District Policies and Election Systems: Lessons and Strategies from States with Growing Latino Populations***
Joaquin Avila, Seattle University School of Law
- 2:30 p.m. Forwarding the Action**
Julie Davidson-Gómez, Facilitator
- 3:10 p.m. Evaluation and Acknowledgements**
- 3:30 p.m. Adjourn**

Appendix II: Latino Education Summit Invitee Roster

LATINO EDUCATION SUMMIT ORGANIZING COMMITTEE

Julia Aguirre	University of Washington Tacoma
Frances Contreras	University of Washington
Ermelindo Escobedo	Washington State University
John Fraire	Washington State University
Antonio Gómez	KCTS 9/V-me Public Television
Lillian Ortiz-Self	Washington State Commission on Hispanic Affairs
Ricardo Sanchez	Latino/a Educational Achievement Project
Uriel Iñíguez	Washington State Commission on Hispanic Affairs

FACILITATORS

Julie Davidson-Gómez	Julie Davidson-Gómez Coaching & Consulting
Angela Powell	Imago Organizational Design

STAFF

Bárbara Guzmán	UW College of Education
Alicia Luna	Washington State Commission on Hispanic Affairs

STUDENT COORDINATORS

Lesley Cuadra	UW undergraduate/KCTS 9 intern
Monica Esqueda	UW graduate student, College of Education
Alice MacLean	Whitman undergraduate/KCTS 9 intern
Karen O'Reilly-Díaz	UW graduate student, College of Education
Luis Ortega	UW undergraduate
Irene Sanchez	UW graduate student, College of Education
Arthur Sepulveda	UW undergraduate
Kathryn Torres	UW graduate student, College of Education

PARTICIPANTS IN SCREENING AND/OR SUMMIT

Chris Alejano	Office of the Governor
Idalia Apodaca	Spokane Schools
Rodolfo Arévalo	Eastern Washington University
Mateo Arteaga	Central Washington University
Joaquín Ávila	Seattle University
Bernal Baca	Washington State Board of Education
Amy Bachmann	Sea Mar Child Development Center
Guadalupe Barnes	Chief Sealth High School, Seattle
Rodrigo "Roger" Barrón	Office of the Superintendent of Public Instruction, retired
Analia Bertoni	Campaña Quetzal
Jaime Cardenas	Seattle Community Colleges
Christina Castorena	Everett Community College
Victor Chacón	Walla Walla Community College

John-Paul Chaisson-Cardenas	Office of the Superintendent of Public Instruction
Angelita Chavez	Community Advocate
Fernando Clara	Casey Family Programs
Silvia Clark	Washington State University
Leticia Clausen	Seattle Schools
Mercedes Cordova-Hakim	United Way of King County
Winnie Corral	Familias Unidas
Clara Davidson	Puyallup Schools
Gerald Denman	Puyallup Schools
Diana Elenes	Sea Mar Child Development Center
Larry Estrada	Western Washington University
Armando Estrada	Washington State University Vancouver
Chio Flores	Washington State University
Luis Fraga	University of Washington
John Fraire	Washington State University
Gabriel Gallardo	University of Washington
Erasmo Gamboa	University of Washington
Enrique Gonzalez	El Centro de la Raza
David Garcia	Ready By Five
Peter Bloch Garcia	Latino Community Fund
Gilberto Garcia	Central Washington University
José Garcia-Pabón	Washington State University Tri-Cities
Ed Glazer	Everett Schools
Irene Gomez	Mayor's Office of Arts & Cultural Affairs, Seattle
Juan Guerra	University of Washington
Phyllis Gutiérrez-Kenney	Washington State House of Representatives
Martina Iñiguez	Tacoma Schools
Armando LaGuardia	Washington State University Vancouver
Helen Malagón	Office of the Superintendent of Public Instruction
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Sandra Mejía	Edmonds Community College
Elizabeth Mendoza	Ready By Five
Martín Meraz Garcia	Eastern Washington University
Genoveva Morales	Washington State University Tri-Cities
Minerva Morales	Grandview Schools
Anita Morales	Seattle Schools
Delfino Muñoz	Chief Sealth High School Proyecto SABER
Andrea Negrete	University of Washington
Randy Nuñez	College Success Foundation
Anita Ordoñez	Skagit Valley College
Bertha Ortega	Heritage University
Rosalba Pitkin	Clark College
Maria Ramirez	Campaña Quetzal
Norma Ramirez	UW graduate student, College of Education
Marsha Riddle-Buly	Western Washington University
Ken Roberts	Vancouver Schools
Linda Roberts	Secondary Education for Migrant Youth
Guadalupe Rodriguez	Seattle Schools
Rocio Romo-Burkhardt	Ready By Five
Bernardo Ruiz	Seattle Schools

Lourdes Salazar	Commission on Hispanic Affairs
Jessica Salvador	Campaña Quetzal
Sam Samano	Workforce Development Council of Snohomish County
Jesus Sanchez	City of Shoreline
Tony Sandoval	Community Advocate
Gloria Sepulveda	Families Advocating for Students of Color
Martin Valadez	Columbia Basin College
Javier Valdez	Community Advocate
Estela Vasquez	Whitman College State of the State Project, undergraduate
Diana Villafana	Big Bend Community College
Tomás Ybarra	Yakima Valley Community College
Vickie Ybarra	Yakima School Board